DOCUMENT RESUME

ED 318 173 EC 230 575

AUTHOR Kirby, Maxine R.
TITLE Improving Literacy Experiences of At-Risk Kindergarten Children through a Teacher Education Workshop.
PUB DATE 8 Oct 89
NOTE 90p.; Ed.D. Practicum Report, Nova University.
PUB TYPE Dissertations/Theses - Practicum Papers (043) -- Reports - Research/Technical (143) -- Tests/Evaluation Instruments (160)

EDRS PRICE MF01/PC04 Plus Postage.
DESCRIPTORS At Risk Persons; Developmental Stages; *Inservice Teacher Education; Kindergarten; *Language Handicaps; Primary Education; *Reading Instruction; Teaching Methods; *Whole Language Approach; *Writing Skills

ABSTRACT

The goals of this practicum were to help teachers of at-risk kindergarten children become more knowledgeable of developmentally appropriate practices for 5-year-olds, and to research, define, and translate appropriate literacy development theory into practical application strategies for teachers. A needs assessment survey was developed and administered to six kindergarten teachers. Subsequently, a staff development program was conducted, teachers were monitored and assisted, and follow-up meetings were held. In the staff development workshop, three strategies were proposed to increase literacy development: the whole language approach, shared reading, and a modified language experience approach. Based on workshop information presented, teachers were to select and implement at least one appropriate literacy development strategy. The teachers chose to utilize an adapted whole language approach. Analysis of practicum evaluation data indicated that both teachers and students benefited from the program. Survey questionnaires, checklists, forms, and 35 references are appended. (JDD)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED318178

PRACTICUM REPORT

Center for the
Advancement of Education
Ed.D. Program

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

Improving Literacy Experiences of At Risk Kindergarten Children Through a Teacher Education Workshop

by

Maxine R. Kirby

3301 College Avenue
Fort Lauderdale, Florida 33314
305/475-7300

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Maxine R. Kirby

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

EC230575

NOVA UNIVERSITY

BEST COPY AVAILABLE

Improving Literacy Experiences of At-Risk Kindergarten Children Through a Teacher Education Workshop

by

Maxine R. Kirby

Cluster 28

A Practicum I Report Presented to the Ed.D. Program
in Early and Middle Childhood
in Partial Fulfillment of the Requirements
for the Degree of Doctor of Education

NOVA UNIVERSITY

1989

PRACTICUM APPROVAL SHEET

This practicum took place as described.

Verifier: Patricia A. Garrett
Patricia A. Garrett

Principal
Title

320 Carpenter Street
Address

Wyandotte, MI 48192
City, State and Zip Code

October 11, 1989
Date

This practicum report was submitted by Maxine R. Kirby under the direction of the adviser listed below. It was submitted to the Ed.D. Program in Early and Middle Childhood and approved in partial fulfillment of the requirements for the degree of Doctor of Education at Nova University.

October 18, 1989
Date of Final Approval of Report

Wanda M. Slayton, Ph.D.
Wanda M. Slayton, Ph.D.

ACKNOWLEDGEMENTS

Special thanks are extended to the six kindergarten teachers: Teresa Allen, Carolyn Jemerson, Nancy Kerley, Linda Rooks, Denise Weeden, and Lois Wilson for their participation in this practicum. In addition, sincere appreciation is expressed to Patricia Garrett and Beverly Daniels for their support and encouragement and to Barbara Reed for deciphering the writer's handwriting and for typing the various practicum documents.

TABLE OF CONTENTS

		Page
ACKNOWLEDGEMENTS		iii
TABLE OF CONTENTS		iv
LIST OF TABLES		vi
LIST OF FIGURES		vii
ABSTRACT		viii
Chapter		
I	INTRODUCTION	1
	Description of Work Setting and Community	1
	Writer's Work Setting and Role	6
II	STUDY OF THE PROBLEM	9
	Problem Description	9
	Problem Documentation	9
	Causative Analysis	13
	Relationship of the Problem to the Literature	16
III	ANTICIPATED OUTCOMES AND EVALUATION INSTRUMENTS	21
	Goals and Expectations	21
	Behavioral Objectives	21
	Measurement of Objectives	22
IV	SOLUTION STRATEGY	25
	Discussion and Evaluation of Possible Solutions	25
	Description and Justification for Solution Selected	32
	Report of Action Taken	32
V	RESULTS, CONCLUSIONS, AND RECOMMENDATIONS	34
	Results	34
	Conclusions	41
	Recommendations	46
	Dissemination	47
REFERENCES		48
Appendices		
	A TEACHERS' SURVEY	52

TABLE OF CONTENTS

Appendices (cont.)

		Page
B	IN-SERVICE QUESTIONNAIRE: LITERACY DEVELOPMENT - PART I	55
C	IN-SERVICE QUESTIONNAIRE: LITERACY DEVELOPMENT - PART II	60
D	TEACHERS' SELF-REPORT I: APPROPRIATE VS. INAPPROPRIATE PRACTICE IN KINDERGARTEN	63
E	TEACHERS' SELF-REPORT II: USE OF LITERACY STRATEGIES	65
F	STUDENTS' OBSERVATION CHECKLIST	67
G	TEACHERS' EVALUATION SURVEY	69
H	PARENT AND CHILD READING CONTRACT	71
I	PARENT'S EVALUATION SURVEY: PLEASURE READING AT HOME	73
J	JOURNAL	75
K.	LEARNING ENVIRONMENT CHECKLIST	77

LIST OF TABLES

		Page
1	Summary of Teachers' Survey	11
2	Summary of Students' Observation Chart.	38
3	Summary of Teachers' Evaluation Survey.	40

LIST OF FIGURES

		Page
1	California Achievement Test, Form E, Level 10, Reading Vocabulary Percentile Ranks	42
2	California Achievement Test, Form E, Level 10, Reading Comprehension Percentile Ranks	42
3	California Achievement Test, Form E, Level 10, Reading Total Percentile Ranks	43
4	California Achievement Test, Form E, Level 10, Language Expression Percentile Ranks	44
5	California Achievement Test, Form E, Level 10, Visual Recognition Percentile Ranks	44
6	California Achievement Test, Form E, Level 10, Sound Recognition Percentile Ranks	45

ABSTRACT

Improving Literacy Experiences of At-Risk Kindergarten Children Through a Teacher Education Workshop. Kirby, Maxine R., 1989. Practicum Report, Nova University, Ed.D. Program in Early and Middle Childhood. Descriptors: Literacy Development/Language Development/Whole Language/Disadvantaged/At-Risk/Early Childhood/Kindergarten/Teacher Inservice/Teacher Training/Staff Development/Inservice Program/Urban/Inner City.

This practicum was designed to provide kindergarten teachers with alternative strategies to direct instruction of basic skills. There were two general goal for the practicum. The first goals was to help kindergarten teachers of at-risk children become more knowledgeable of developmentally appropriate practices for 5-year olds. The second goal was to research, define, and translate appropriate literacy development theory into practical application strategies for the teachers.

The writer developed and administered a needs assessment survey to teachers; utilized the survey results and teachers' recommendations to plan the staff development program; conducted one 2-hour and nine 1-hour inservice sessions during a 2-week period; monitored and assisted teachers in their classrooms for 10-weeks; conducted three follow-up meetings; and developed forms, questionnaires, and checklists for evaluation.

The results of the practicum were positive. Analysis of the data indicated that both the teachers and the students benefited from the program. The teachers contended that their use of whole language and more developmentally appropriate practices in their classrooms helped them to more effectively meet the diverse needs of their students. Of the six kindergarten teachers, all participated successfully in both the inservice and follow-up components of the practicum.

CHAPTER I

INTRODUCTION

Description of Community and Work Setting

The school in which the practicum was implemented is in a large urban community located in the southern United States. The strategic location of the community makes it a natural center for national and multi-regional distribution. The community is often referred to as "American's Distribution Center." Although, the community is still a major distribution area, the closing of several major industries and the decline of numerous small businesses within the past 10 years have had a significant impact upon the economic growth of the community. As a result, unemployment is high, especially among minority youths.

Currently, the population of the community is more than 650,000 residents. Much of this growth has occurred within the past 3 years. This growth can be attributed to the ideal climate, the location of the community, the educational facilities, the medical facilities, the construction of a multi-million dollar military research facility, and tourism. Further, the location of one or more divisions of eight major companies has created a major boost in middle-management and executive level jobs. Moreover, the expansion of one of the major industries in the community has created numerous jobs for many displaced white and blue collar workers.

Yet, the make-up of the community is generally low socioeconomic. In addition, there are areas of extreme poverty due to illiteracy, unemployment, senior citizens on fixed incomes below the poverty level, and single parents with dependent children. The growth the community has experienced within the past 3 years has also led to many more affluent families moving into the suburbs of the community.

The elementary school in which the practicum was implemented has been a viable part of the community for the past 4 years. Prior to this time, the facility had been a high school which had been closed for 3 years as a result of desegregation and busing. Parents and school community leaders persuaded the local Board of Education to reopen the facility as an elementary school. During the first year, approximately 181 kindergarteners attended the partially renovated school. A staff of seven certified teachers; a part-time administrator; and the writer, an early childhood curriculum developer, were given the responsibility of implementing, administering, and supervising the instructional program.

The school has experienced rapid growth and change since its opening in 1985 to the present. The student population has increased from its original 181 to 778 students. The breakdown of the current enrollment is as follows: 166 kindergarteners, 18 pre-first graders, 115 first graders, 120 second graders, 105 third graders, 95 fourth graders, 76 fifth graders, 61 sixth graders, and 24 self-contained special education students. The student population is 99% Black and 1% Caucasian and is composed of 400 males and 378 females.

Data show that the socioeconomic make-up of the school ranges from upper middle class to lower class. Students come from neighborhoods

containing homes selling for $100,000 as well as from government subsidized housing projects. In fact, school record show that 90% of the students come from families who are eligible for reduced or free lunches. Conversely, approximately 7% of the students come from neighborhoods which are considered upper middle class. Parents' occupations range from executives, highly skilled technical workers, educators, and blue collar workers to part-time domestic workers.

The philosophical foundation of the school is to provide the school system with the opportunity to field test innovative educational programs, procedures, and practices. This philosophy is exemplified in the organizational structure of the school. The school consists of multi-grade communities for special education and grades 2 through 6. This structure promotes cross-grade/cross-age grouping, departmentalization, semi-departmentalization, and flexible scheduling. The communities include several home base teachers and from 90 to 125 students. With assistance from the principal and other instructional support personnel, home base teachers plan and implement diverse instructional programs within each community. This coordinated organizational method provides for differences among students by offering differentiated learning experiences that meet students' needs. Although kindergarten, pre-first grade, and first grade are not included in the multi-grade aspect of the community concept, they utilize a similar coordinated organizational method in planning and meeting students' needs.

Classes are formed according to the results of formal and informal measures. Students in self-contained special education classes and in grades 2 through 6 are assigned to communities and are grouped based on

their reading levels, scores on a local school test, the previous year's teacher recommendation, and standardized achievement test scores. After kindergarteners are screened, students who scored in the average to low ranges are randomly placed in six kindergarten classes. Students who scored above average are grouped in one or two classes and are administered a local test. Pre-first grade students are formally identified and placed according to state guidelines and local criteria. First grade students are grouped according to their reading levels and scores on a standardized achievement test. New students are grouped after classes have started. Their placement is based on scores made on a systemwide test and on their reading performance.

All children are taught communication arts, mathematics, art, music, physical education, and health/safety. Three of the six first grade classes are not taught science and social studies as specific subjects. Instead, these students spend extended time in communication arts and mathematics instruction in which science and social studies concepts are integrated. In order to better serve the needs of the individual student, four levels of academic classes are provided--remedial, regular, advanced, and special education. Class sizes in kindergarten, pre-first grade, and first grade range from 1 to 23; in multi-grade classes from 1 to 25; and in self-contained special education from 1 to 12.

Numerous special programs are provided at the school as another way of meeting the diverse needs of the student population. Delivery strategies are self-contained, pull-out, and integrated. Self-contained classes include Project STAR (state level student/teacher ratio research

study), which serves 89 students; Apple Classroom for Tomorrow (pilot project in which students use Apple computers), which serves 84 students; CDC Special Education, which serves 24 students; and Focused Instructional Program, which serves 45 students. These self-contained classes serve regular, advanced, special education, and remedial level students. Other special programs which use a pull-out model are these: Reading Extension Center, Mathematics Extension Center, Think Tank, and Computer Education. Students in the multi-grade communities are served by these programs. Additional pull-out programs include Movement Education and Fitnessgram, Advisor/Advisee Counseling Program, Science Improvement Project, Art, and Orff Music. All students in the school participate in these programs. Likewise, resource and speech are pull-out programs; however, only 20 students are served in each of these programs. Writing to Read which serves 299 kindergarten, pre-first, and first grade students, is one of the two special programs that is integrated with the school's core curricula. The second special program which is integrated with the curricula is Writing Across the Curriculum. All students in the school participate in the latter program.

The administration of the school consist of one principal and one assistant principal. While the principal serves as the instructional leader and community liaison, the assistant principal assumes responsibility for records, discipline, and classified staff.

The instructional staff is composed of 48 full-time teachers; 2 full-time guidance counselors; 7 full-time specialists -- physical education, music, art, science, computer, and library; 2 part-time specialists -- music and speech, and 29 instructional assistants. All

teachers, except two, are assigned to classes in their area of certification. The two who are not certified teachers hold interim positions. There are 2 males and 57 females on the faculty. Of this number, 31 are Black, 27 are Caucasian, and 1 is East Indian. Forty-two members of the faculty have taught 10 years or more, 16 have taught 1 to 9 years, and 1 has taught less than one year. Twenty-three teachers hold a master's degree or higher. Educational levels of the instructional assistants range from high school graduate to 2 years of college.

Writer's Work Setting and Role

The writer has a special interest in and commitment to the local public school system. The first phase of her formal education occurred within this system and the system is currently her source of employment. The writer holds an undergraduate degree in elementary education/early childhood education. Further, she completed 45-hours beyond the master's degree in supervision and administration. She is certified by the local State Department of Education to teach kindergarten through ninth grade. In addition, she is certified to serve as an elementary school principal and as an elementary school instructional supervisor within the local state.

The writer has worked in the field of education, providing services which directly and indirectly relate to children, for 18 years. During this span, the writer has provided the following services: taught kindergarten for 3 years, served as a lead teacher in a Chapter I Home-Based Early Childhood Program for Three- and Four-Year-Olds and Their

Parents for 2 years, taught early childhood education classes to day care providers at the local university for 2 years, served as director of the Home-Based Early Childhood Program for 5 years, supervised Chapter I Mathematics' teachers for 2 years, and developed systemwide curriculum for kindergarten and pre-first grade for 5 years. Further, the writer has served on numerous local systemwide and state level committees in compensatory education, early childhood education, and special education. Moreover, the writer received a service award from the local school system for her leadership in an early childhood program.

Currently, the writer serves as the systemwide early childhood curriculum developer. She proposed this practicum in response to the request of several kindergarten teachers who asked for assistance in identifying strategies that they could use to increase their students' scores on standardized tests.

CHAPTER II

STUDY OF THE PROBLEM

Problem Description

Developmental theory, although expounded in the philosophy of the kindergarten program, is not translated into appropriate educational practice in many classrooms. Instead, the major goal of the local kindergarten program is academic achievement. Periodic tests and a cumulative test that accompany the reading readiness basal, as well as a standardized achievement test, are the primary measures of achievement in the kindergarten program. Testing of basic skills per six weeks, a language screening, and a criterion-referenced readiness screening provide additional data relative to kindergarten students' academic achievement.

Many kindergarten teachers in the school system agree that the early childhood program should focus on the total child -- cognitive, social, emotional, and psychomotor. Further, they agree that the curriculum should be organized around the developmental needs, interests, and learning styles of each child. Yet, because of pressure for their students to be successful on the various required tests, many teachers seem to be compelled to use numerous worksheets as they emphasize basic skills. As a result of the basic skills emphasis, children, who have not been privileged to have a wide variety of appropriate literacy experiences in their homes and/or in a quality nursery school prior to kindergarten entry, appear to become at-risk of school failure.

At-risk kindergarteners need meaningful literacy experiences prior to formal instruction in the basal reading readiness program. Peterson (1987) described children at environmental risk as those who are born normal but whose early life experiences and environmental surroundings impose a threat to their physical and developmental well-being. Moreover, teachers of at-risk kindergarten children need assistances in planning appropriate literacy experiences and in selecting appropriate strategies that promote literacy development for 5-year olds, while at the same time allowing for the development of basic skills.

Problem Documentation

During the past 2 years, approximately 10% of the children, who were enrolled in the large, urban, public school kindergarten program, were labeled as being unready for first grade. One major factor that contributed to this problem was limited language skills as measured by informal and standardized tests. Many of the children, who were not ready for first grade, lacked enriching experiences with language usage and literacy; yet, state and local guidelines continued to require a basic skills language arts program.

Further, during the past 5 years, the writer monitored kindergarten curriculum implementation in numerous classrooms and observed that a great deal of instructional time was devoted to isolated basic skills development. Also, the writer observed that ditto sheets, workbooks, and flash cards were used frequently with the kindergarten children. Although, there was some space set aside for a communication arts center

in most classrooms, the writer observed that only a few teachers had a wide variety of materials that could be used to enhance total language and literacy development. Moreover, the writer seldom saw children using the communication arts center. When the center was used, it tended to be controlled by the teachers. For example, children were assigned a specific material with which to work. Seldom were kindergarteners observed choosing activities and materials from the centers after they had completed a basic skills activity. Instead, most of the children waited until the teacher directed them to a new activity.

Kindergarten teachers in the school where this practicum was implemented, as well as in other schools, have requested assistance in identifying strategies that could help them better meet the needs of their students. Prior to constructing the needs assessment survey, several informal discussions were held with kindergarten teachers in the school where the practicum was implemented. Data ascertained indicated that in-service training was needed. Developmentally appropriate practices for kindergarten age children, identified by the National Association for the Education of Young Children, was chosen as the basis for the teachers' survey.

In order to identify specific areas of need for the in-service workshop, the six kindergarten teachers at the school where the practicum was implemented were asked to respond to a 20-item survey and to indicate issues related to the survey about which they wanted additional data (see Appendix A). The survey was limited to two areas: instructional strategies and literacy development, which were assumed to relate directly to the problems identified.

The teachers responded to the survey. The results are summarized in Table 1.

TABLE I

Summary of Teachers' Survey

	Item	Number of teachers answering undecided and disagree	Mean Item Score
1.	Children should be given many opportunities to see how reading and writing are useful before they are taught letter names, sounds, and words.	0	4.8
2.	Specific materials that enhance literacy development are essential in the kindergarten classroom.	0	4.8
3.	Basic skills in reading should be taught when they are meaningful to children.	1	4.2
4.	Teachers should give children opportunities to learn by doing things themselves.	0	4.7
5.	Children should not work individually at desks or at tables most of the time.	1	4.0
6.	The kindergarten environment should surround the children with print and should be conducive to a wide variety of literacy activities.	1	4.2
7.	Teachers should help children learn at their own pace.	0	4.3
8.	Reading instruction should not stress isolated skill development such as letter recognition, reciting the alphabet, and singing the alphabet song.	5	2.0
9.	Teachers should ask questions requiring more than one correct answer.	2	3.8
10.	Writing instruction should not include coloring within predefined lines and writing letters on printed lines.	4	3.0

TABLE I (cont.)

	Item	Number of teachers answering undecided and disagree	Mean Item Score
11.	Literacy development should take place within a broad context of meaningful written language and play experiences.	2	3.8
12.	Many types of language activities should be provided through stories, poems, field trips, pretend play, and informal discussions.	0	4.8
13.	Children should be allowed to investigate on their own.	1	3.5
14.	Teachers should not use workbooks and ditto sheets with kindergarten children most of the time.	6	2.7
15.	Children should not spend prolonged periods sitting quietly and waiting for directions or new activities to begin.	0	4.0
16.	The kindergarten program should provide opportunities for the children to use real life materials and experiences.	0	4.8
17.	Kindergarten children should usually work individually or within small groups most of the time.	0	4.3
18.	Whole class instruction should not be used most of the time.	3	3.2
19.	Teachers should not spend most of their time telling children what to do.	0	4.3
20.	The kindergarten teacher should encourage children to select many of their own activities.	3	3.7

A majority of the teachers indicated from their ratings of the twenty-items in Table 1 on a 5-point Likert type scale, which ranges from

1 - strongly disagree, 3 - undecided, to 5 - strongly agree, that more information was needed regarding one instructional strategy and two literacy concepts. The results showed that the strategy needing further clarification was the use of paper-and-pencil type activities in the kindergarten program. In addition, literacy concepts concerning reading and writing instruction in kindergarten were identified as needing to be included in the in-service training. Although, data resulting from the survey indicated that the teachers believed that kindergarten children should have a wide variety of language and literacy experiences, several teachers requested that ideas on this topic be shared during the workshop sessions. One 2-hour session and nine 1-hour sessions were planned in accordance with the survey results and teachers' requests.

Causative Analysis

Many at-risk kindergarten children do not participate in appropriate literacy experiences prior to receiving instruction in a basal reading readiness program for several reasons. Perhaps the most significant reasons are these: (1) state and local mandated formal testing in kindergarten; (2) a required "basic skills first" focus in the kindergarten curriculum; (3) lack of teachers' knowledge in selectiong and implementing appropriate strategies that promote literacy development and basic skills simultaneously; and (4) parents who are unaware of the value of literacy experiences in the home.

A state law passed in 1984 mandated that a developmental screening profile be completed for every child in public and private schools prior to entry into first grade. The profile was intended as a means through which data could be compiled and utilized in the identification of the strengths and weaknesses of children. It was envisioned that the resulting data would be used in planning and providing appropriate learning experiences for children. Further, it was purposed that the data would be used as a basis for the establishment of developmentally appropriate early childhood programs. The goal of the law was not to establish a mold into which every pre-first grade child had to fit or to label children. However, the intent of the law was not translated into educational guidelines for establishing developmentally appropriate programs for young children.

Resulting from the state mandated developmental screening profile law, testing of kindergarten children within the system begins the second official day of school. Although, administration of the screening takes approximately 15 minutes per child and teachers test as informally as possible, the formal testing program has been initiated. Next, kindergarten children are tested each 6-weeks on specific basic skills. In the meantime, four periodic tests, which accompany the basal reading readiness program, are administered to the children. At the end of the readiness basal, a cumulative test is given. In addition to these tests, a battery of tests -- "Fluharty Language Screening," "Brigance K & 1 Screen," and the "California Achievement Test" -- is administered in late winter and early spring. Kindergarten children who do not pass the "Fluharty Language Screening" are tested using five subtests of the "Test

of Language Development - Primary." Similarly, children who score below the school system's norm on the "Brigance K & 1 Screen" are given three subtests of the "Brigance Inventory of Early Development."

Because kindergarten teachers want their students to be successful on the various tests, they spend a tremendous amount of time getting their children prepared to pass the tests with high scores. Five-year olds are taught to "bubble-in," "circle the right answer," and to "x-out" the wrong answer. Teaching test taking skills and testing on an ongoing basis limit the amount of instructional time during the school day. This reduced instructional time prevents and limits at-risk students from engaging in needed appropriate literacy experiences. Active learning through exploration and play has been sacrificed for higher test scores.

When the statewide kindergarten curriculum framework was revised in 1988, the language arts section did not reflect developmentally appropriate literacy guidelines; instead, it continued to emphasize basic skills. Paper-and-pencil type test items; however, were deleted from the revised document.

State law requires that the local kindergarten curriculum must be consistent with the state kindergarten curriculum framework; therefore, the local curriculum does not place primary emphasis upon appropriate developmental literacy practices. Instead, the focus of the local kindergarten curriculum is basic skills. Although, the local curriculum includes recommended strategies and activities which teachers may use to integrate basic skills into meaningful experiences with the children, this option is left to the teachers' discretion. In practice, a considerable amount of time is devoted to isolated instruction in reciting and

writing letters of the alphabet, recognizing and reproducing letter sounds, and rote memorization of other basic skills.

Finally, another reason many at-risk kindergarten children lack literacy expriences is that often their parents are unaware of the impact early literacy experiences in the home have upon success in school. Moreover, some parents of some at-risk kindergarten children have limited or no literacy skills themselves; thus, they are not able to help their children at home.

Relationship of the Problem to the Literature

The National Association for the Education of Young Children (1987) presented a position statement concerning developmentally appropriate practices in programs for 4-and-5-year-old children. The statement expressed concern that there is a growing widespread demand for the use of formal instruction in pre-first grade programs. The position statement pointed out that there is a trend toward an over-emphsis on achievement of academic skills and increased testing to determine entry into and exit from pre-first grade programs.

Likewise, the Early Childhood and Literacy Development Committee of the International Reading Association (1986) presented a joint statement in which they expressed numerous concerns regarding present practices in pre-first grade reading instruction. The joint committee detailed the following inappropriate practices, which are occurring in many per-first grade programs: (1) young children are subjected to inflexible, formal reading readiness programs which are developmentally inappropriate; (2)

individual differences in development and learning styles are not accommodated; (3) pre-first graders are pressured for the "one right answer," as opposed to being allowed to experiment with language and internalize concepts about how it operates; (4) emphasis in curriculum is on isolated skill development and/or parts of the reading process, rather than upon the integration of oral language, writing, listening, and reading; (5) limited attention is focused upon reading for enjoyment; (6) knowledge of how young children learn is often not the primary consideration in decision making related to the selection of pre-first grade reading programs; (7) pressure to achieve high scores on inappropriate tests has often forced teachers to use inappropriate curriculum and instructional strategies with pre-first grade children; (8) some kindergarten teachers lack knowledge of early childhood education; and (9) pre-first grade teachers who are providing appropriate experiences for young children need to communicate more effectively with parents and the public about what they are doing and why.

Cazden (1977) postulated that the most crucial problem facing the language arts curriculum is an imbalance between too much attention to drill of skills in language and literacy and too little attention to their use. He explained that skills are taught in an isolated and fragmented manner. Handwriting, spelling, and composition are taught in separate, relatively brief time blocks, and the skills are too rarely used, particularly in the content areas of mathematics, science, and social studies. Cazden reported that many good and conscientious teachers all over the country are responding to community pressure and are providing a great deal of practice in discrete basic skills; while

classrooms where children are integrating those skills into speaking, listening, reading, and writing activities are becoming rare exceptions.

Kline (1988) reported that exercises in visual perception, physical coordination, eye movement, and similar discrete abilities taught as reading readiness are rapidly giving way to the belief that most pre-first grade children know far more about reading than adults recognize. He reported that most youngsters, for example, distinguish between print and drawing, know a book is read from front to back, and usually can "read" stories by following the pictures in a children's book.

Further, Kline explained that two established practices currently being challenged are the use of worksheets to teach skills such as phonics, word-analysis, vocabulary, auditory discrimination, and other 'skills' which do not actually refer to skills. He claimed that these instead refer to linguistic knowledge. Another standard, according to the author, which is being challenged is the use of basals. Kline posited that current basals require more time for reading instruction while they provide less time for children to actually read.

While Kline described the challenge to using basals, Larrick (1987) attacked the basal reading program. She argued that a basal reading program is fragmented and meaningless to young children. The author asked the question: "How can we expect a child to relate to a stilted, unnatural, meaningless, conglomeration of words" (p. 9).

Throne (1988) expressed concern that during the last 10 or 20 years, kindergarten teachers have felt misdirected pressure to teach formal reading through the use of pre-primers, workbooks, and checklists of

skills. Further, she explained that parents expect formal reading groups in kindergarten classrooms.

Meisels (1987) described abuses of screening and readiness tests. He claimed that professionals have incorrectly used both screening and readiness tests. He argued that the major abuse of developmental screening results from using tests that have no established reliability and validity. The author contended that these tests should not be used to identify children for enrollment in pre-first grade programs nor should they be used to place children. Likewise, Meisels expressed concern that readiness tests are being substituted for screening tests. He argued that readiness tests lack predictive validity and that they cannot correctly be considered developmental screening tests. Readiness tests, asserted Meisels, should be used in curriculum planning, not to identify children who may need special services or intervention.

Elkind (1987) suggested that testing for kindergarten readiness has reached epidemic proportions in the United States. He pointed out that the use of tests for determining whether a child is 'ready' for kindergarten has resulted from a rigid, sequential, set curriculum in kindergarten.

Mills and Spooner (1988) concluded from their research review that data appear to support the position that the current pressure to achieve academically in preschool may be dangerous to the mental health of some children. Further, they hypothesized that the negative outcomes of pushing children academically before they are ready could cause a variety of problems. Children could perceive themselves as failures, become anxious and insecure, develop the fear of being wrong or unacceptable,

lose their natural initiative to try new things independently, and learn to mistrust their own judgment.

In sum, the literature review indicates that inappropriate practices in pre-first grade programs are rampant across the nation. In addition, the data imply that although some early childhood educators are knowledgeable of developmentally appropriate practices for young children, they seem powerless to make needed changes. Most importantly, the literature reveals that professional early childhood committees and organizations have begun to enumerate the negative effects of pushing young children in academic learning before they are ready.

CHAPTER III

ANTICIPATED OUTCOMES AND EVALUATION INSTRUMENTS

Goals and Expectations

The development of the in-service program for kindergarten teachers was significant from both the point of view of the teachers increased knowledge and implementation of appropriate instructional practices for 5-year olds, and kindergarten students increased chance for present and future success in school. As a result, the first goal of this practicum was to help kindergarten teachers become more knowledgeable of developmentally appropriate practices for 5-year olds. The second goal was to research, define, and translate appropriate literacy development theory into practical application strategies for teachers of at-risk kindergarten children.

Behavioral Objectives

Learning theory data indicate that change in behavior and attitude is more likely to occur when: participants are actively involved in meaningful experiences, data are relevant to their needs, there are opportunities for distributed practice and review, options regarding the use of the data are available, and positive outcomes seem plausible. The writer chose the in-service objectives based on these findings. The following objectives were projected for this practicum:

1. During 11-hours of background readings, group discussions, and demonstrations, each teacher of at-risk kindergarten students will be able to demonstrate an understanding of key literacy concepts and knowledge of research findings as measured by attaining a score of at least 75% on two review questionnaires.

2. After participating in the in-service training program, each teacher will select and will implement correctly at least one appropriate practice over an 8-week period as measured by "Teachers' Self-Report I."

3. After participating in the in-service training program, each teacher will select and will implement correctly at least one appropriate literacy development strategy over an 8-week period as measured by "Teachers' Self-Report II."

4. After implementing at least one appropriate literacy development strategy with their kindergarten students, the teachers will report that at least 75% of their students improved in their abilities to "read," write, listen, and communicate orally as measured by teacher observation.

5. After participating in the in-service program and implementing an appropriate practice and a strategy in their classrooms, at least 4 of the 6 teachers will rate the overall in-service training as positive as measured by an evaluation survey.

Measurement of Objectives

The first objective was measured by a writer-developed two part questionnaire (see Appendices B and C). Multiple choice recall level and higher level thinking type questions were utilized on these questionnaires in order to promote indepth understanding of the data discussed and demonstrated. These measurement devices allowed for a review of key literacy concepts and knowledge about the research findings. Further, they assisted teachers in planning for changes they chose to implement in their classrooms. The questionnaires were used during the in-service

workshop and selected aspects were reviewed during the implementation period.

The second objective was measured by each teacher's self-report concerning utilization of appropriate practices in her classroom (see Appendix D). Each teacher selected at least one developmentally appropriate practice to implement in her classroom and indicated on the self-report the weeks she implemented the practice at least three times. Implementation progress was discussed with each teacher by the writer during the practicum implementation phase.

The third objective was measured by each teacher's self-report concerning the utilization of selected literacy strategies (see Appendix E). Additional details of the measure of this objective were identical to those in objective two. A copy of a writer-developed parent/child reading contract and a parent evaluation survey were provided for teachers who chose to use the pleasure reading at school and at home strategy (see Appendices H and I). In addition, a public library card application form and a recommended reading lists were provided for each teachers' students.

The fourth objective was measured by a student observation checklist (see Appendix F). During the implementation phase, each teacher observed her students informally regarding their increased ability to "read" (use picture clues to tell a story), write, listen, and communicate orally. Each teacher also checked for improvement which could have resulted from parents or a family member reading to the child in the home.

The final objective was measured by a teachers' evaluation survey (see Appendix G). This measurement device was chosen because the writer

wanted to know the teachers' perceptions of specific strengths and weaknesses, as well as an overall opinion of the effectiveness of the in-service program.

CHAPTER IV

SOLUTION STRATEGY

Discussion and Evaluation of Possible Solutions

The challenge to this writer was to find instructional strategies that could be used to increase literacy development opportunities for at-risk kindergarten children. The strategies had to be consistent with child growth and development theories, and they had to be easy to implement. At the same time, the strategies had to be flexible so that the teachers would be able to integrate them with direct instruction of basic skills, since direct instruction of basic skills was not an option in the school system. The literature review disclosed numerous methods that kindergarten teachers could adapt to meet the diverse needs of their students. However, to reduce the possibility of overwhelming the teachers with too many strategies from which to choose, alternative techniques were limited to three. Although, developmentally appropriate practice for kindergarten age children recommended by the National Association for the Education of Young Children is not an instructional strategy; nevertheless, guidelines suggested in this position statement were critical as a reference for teachers to evaluate their current practices and strategies.

A possible solution to the limited literacy skills of at-risk kindergarten children was through the use of the whole language approach. In this strategy the communication skills of reading, writing, listening, and speaking are allowed to integrate and to support each other (Boloz,

1982; Goodman, 1986; Rhodes and Dudley-Marling, 1988). Further, the focus in whole language is on literacy development through natural, meaningful, and functional use (Goodman, 1979; Goodman and Goodman, 1981; Altwerger, Edelsky, and Flores, 1987; Weir, 1989). Another premise of the whole language philosophy is that a variety of natural oral and written language experiences, as well as real materials form the foundation of instruction (Goodman, 1986; Farr, 1988).

Several researchers (e.g. Ferguson, 1988; Ramsey, 1985; Boloz, 1982; Milz, 1982; Goodman and Goodman, 1981) reported a variety of advantages of using the whole language approach. The most significant outcome found is that children discover how language is used through a variety of language rich activities. For example, in a whole language classroom, if it is "print rich", the teacher and children label learning centers, and create charts for rules, attendance, and jobs. The bulletin board is used to encourage students' transactions of messages. It may be used to display messages from student-to-student, student-to- teacher, and/or teacher-to-student, and it may be used to announce the snack menu or changes in the class schedule. There is likely to be a grocery store center, a post office center, a hospital center, a restaurant center, or some other center that promotes literacy development - - reading, writing, speaking, and listening. Each child is likely to have a mailbox in the class post office. In sum, authentic language learning experiences are the focus in the environment.

Ferguson (1988) in particular, described specific techniques she considered central to the whole language approach; they included these:

immersion, theme building, brainstorming, implementation, and flexible grouping.

The author explained that when children are immersed in language through reading, writing, being read to, observing, and listening, reading behavior emerges naturally. Instead of using basal readers or prepackaged programs, she used a wide variety of literature such as trade books, big books, poems, magazine and newspaper articles, comic strips, posters, and advertisements. Through these materials, Ferguson asserted that the children began to learn the purpose of language.

Further, she reported that the children experienced the rhythm and the intonation of language as they learned useful information. Listening to selected stories and participating in choral reading and storytelling also helped the children in her classroom to model their oral language. Ferguson contended that the children's needs, interests, and abilities plus the curriculum goals were used to determine the unit themes.

Another strategy recommended by Ferguson was brainstorming. She argued that brainstorming allowed her students to contribute their unique language and knowledge to the class. Further, it provided a word bank for students' future use. Moreover, according to Ferguson, brainstorming allowed her to draw students' attention to speaking, writing, reading, and other skills.

Implementation by the author included the following daily activities: recording and writing; shared writing; sustained silent reading; chanting, singing, and dramatic reading; and writing.

Finally, Ferguson reported that homogeneous skill-based groups were replaced in her classroom by cooperative groups, interest groups, and

temporary skill groups, which were used to help children learn from each other. Temporary skill groups were composed of children having difficulty with a particular skill. Groups were used to allow children to work together and to help each other with a particular problem.

Ferguson stated that from her experience in a whole language classroom, children involved in the process learned that they were readers and writers and believed in themselves as learners. These attitudes, she contended, would support each child in lifelong, successful, and joyful learning.

The major disadvantage of using the whole language approach was trying to assess the value of the program with inappropriate measures - - standardized test scores. Marek et al, (1984) asserted that the assessment strategy for the whole language classroom is "kid watching." "Kid watching" alone would not suffice in the writer's school system.

However, the writer was optimistic about the integration of whole language and direct instruction of basic skills. Studies by Cazden (1977), Benedict (1984) and Farr (1988) supported the writer's optimistic view.

Another possible way of increasing the literacy skills of at-risk kindergarteners was through the use of a strategy called by several names - - "assisted reading," "shared reading," or "pleasure reading." In shared reading, the teacher first reads a story to the class as the children follow along. During subsequent readings the teacher stops periodically and permits the children to predict words and phrases that come next in the text (O'Neil, 1989). Often "big books" are used in this

activity so that the children are able to follow the print easily. The term "shared reading" is associated with the whole language movement.

Anderson, Hiebert, Scott, and Wilkinson (1985) pointed out, "The single most important activity for building the knowledge required for eventual success in reading is reading aloud to children" (p. 23). Numerous studies (e.g. Throne, 1988; Goodman, Smith, Meredith, and Goodman, 1987; Larrick, 1987; Nurss, 1987; Tunnell and Jacobs, 1989) concurred with this position statement. The studies suggested various advantages of reading to children from trade books. These authors hypothesized that reading: (1) provides children with an exciting, satisfying experience with literature; (2) motivates children to read; (3) stimulates children's ability to read; (4) helps children to clarify the structure of stories and books; (5) allows children to practice reading with authentic, meaningful language; and (6) extends children's knowledge about the world and themselves.

Research findings in What Works: Research About Teaching and Learning (1986) suggested that the most effective way parents can help their children become better readers is to read to them - - even when they are very young. The report concluded that youngsters receive the greatest benefit when their parents discuss stories, identify letters and words, and explain the meaning of words as they read aloud. Binkley (1988) agreed with these findings. Similarly, Goodman et al, (1987) described why children learn from sharing books with their parents through what she called the "lap" method. In like manner, Strickland and Morrow (1989) explained examples of how the home can be a treasure of literacy experiences for young children.

The major advantages of the shared reading strategy was that at-risk children could be actively involved in reading both at school and at home. Moreover, this strategy integrates well with direct instruction of basic skills (Wicklund, 1989).

However, a minor disadvantage of the shared reading (pleasure reading) strategy was that a variety of children's books was not readily available in many of the at-risk children's homes, nor was a permanent public library within walking distance of the community. Even so, parents were encouraged to check books out of the mobile library, which came into the community two days per week. Parents were provided library card applications at the school, and they received assistance, when needed, in completing the forms. In addition, parents received a schedule for the mobile library. Most importantly, parents were given the opportunity to check books out of the school library.

The third possible solution encompassed in the literature was integrating the language experience approach and process writing (modified language experience approach). In studies by Wagner (1985); Kline (1988); Shanahan (1988); Karnowski (1989); and Coate and Castle (1989), the authors stressed the view that combining reading and writing in the classroom promotes emerging literacy development. Further, they contended that the language experience approach and process writing are compatible. Both approaches emphasize functional use of meaningful, real language; promotes active participation by the children; and allows the children to experience success regardless of their level of reading and writing ability. Important in the modified language experience approach is the role of the teacher. The teacher models reading and writing

behaviors. Likewise, the teacher facilitates emerging literacy by capitalizing upon children's natural interest in writing and reading.

Coate and Castle (1989) advocated that the modified language experience approach should be the basis for each child's literacy curriculum. They asserted that this curriculum should include each child's background of experiences; consequently, it would be meaningful to the child. Moreover, the authors described stages of spelling which teachers need to be knowledgeable of in implementing the modified language experience approach.

Karnowski (1989) suggested procedures for integrating the language experience approach and process writing. Also, she pointed out a major advantage of using the modified language experience approach - - children increase their understanding of our print system by experimenting and by seeing adults use print.

Several major advantages of the modified language experience approach are these: children begin to understand the concept of "wordness" through meaningful experiences with writing and reading. Children begin to learn that in our society we read from left to right; and in like manner, children begin to understand the relationship between print and oral language. These concepts are critical to success in reading for at-risk kindergarten children, whose exposure to reading and writing in the home may have been limited. Likewise, an advantage of this approach is that direct instruction of basic skills can be integrated easily with this method.

Description of Selected Solution

The three possible strategies proposed in the workshop to increase literacy development of at-risk kindergarten children were the whole language approach, shared reading, and a modified language experience approach. These three strategies were chosen because the writer contended that the teachers should have an opportunity to chose a strategy that they believed would best meet the needs of their students. Further, the writer believed that the strategies proposed were practical approaches, which could be used easily and effectively by the kindergarten teachers because they would complement direct instruction of basic skills.

Report of Action Taken

Phase one of the 11-hour inservice workshop was attended by six teachers of at-risk kindergarten students during a 2-week period. During this time one 2-hour session and nine 1-hour sessions were used to discuss and define key literacy concepts and instructional strategies, which were appropriate for the student population being served. Further, strategies were demonstrated, and developmentally appropriate practices as defined by the National Association for the Education of Young were reviewed and contrasted with the current practice of direct instruction of basic skills.

During phase two of the practicum, the kindergarten teachers implemented at least one literacy strategy and one developmentally appropriate practice with their students. Also, during this 10-week period, the writer observed each of the six teachers 4-times, held individual follow-up conferences, and facilitated two group discussions regarding the overall status of the program.

CHAPTER V

RESULTS, CONCLUSIONS, AND RECOMMENDATIONS

The general goals of the practicum were two-fold. First, it was designed to research, define, and translate appropriate literacy development theory into practical application strategies for teachers of at-risk kindergarten children. Second, it was purposed to help kindergarten teachers become more cognizant of developmentally appropriate practices for 5-year olds.

Results

The results of the practicum are presented from inservice questionnaires, teachers' self-reports, teachers' observation checklists of students behaviors, and evaluation surveys. In addition, an observation journal was maintained by the writer and was used to report results. Journal entries evolved out of the literacy experiences planned and implemented by the six teachers and their students during the 10-week follow-up phase.

The first objective was to have the kindergarten teachers demonstrate an understanding of key literacy concepts and knowledge of research findings by obtaining a score of at least 75% on two review questionnaires (see Appendices B and C). The results of this objective indicated that the six teachers responded correctly to the 10 questions

on part-one of the questionnaire and to all 5 of the items on part-two of the questionnaire.

The writer had planned to have the teachers respond to the questionnaire after the completion of the 11-hours of inservice. However, the teachers preferred to respond to the questions after each mini-session and to use the information as a basis for review on the following day.

A second unanticipated deviation also occurred as a result of the teachers interest and new knowledge. Question number 9 on "Literacy Development - Part I" asked the teachers to define a "print rich, whole language environment," to explain the value of this type environment, and to list at least five changes they would make in their classrooms to create this type environment. After sharing the five changes they had proposed, the teachers used several of the readings which had been discussed during the inservice as well as their own creative ideas to develop a "Learning Environment Checklist" (see Appendix K). Each teacher used the checklist to survey and to rate her classroom. Survey results were used to make needed changes in the teachers' classrooms. One change included an older model typewriter, which was provided by the principal for use in the teachers' writing centers.

Objective 2, which states that each teacher will select and will implement at least one appropriate practice during the follow-up phase was achieved by the six kindergarten teachers. Initially, the teachers decided to implement flexible grouping as described by Ferguson (1988). In addition, they chose to work toward modifying three practices identified in their needs assessment survey: (1) the daily use of four to five ditto sheets/workbook pages; (2) the use of coloring activities and of

pre-printed letters of the alphabet for the children to trace and copy; and (3) the instruction of isolated reading skills - predominantly through rote memorization.

The teachers reported that they had reduced their use of paper-and-pencil activities from four or five per day to either one ditto or one workbook activity per day. Further, they contended that their students spend more time in the communication arts and computer centers after they had revised their learning environments. The students, according to the teachers, spend more time practicing skills and reinforcing language concepts through using games, listening to tapes, cutting and pasting activities, reading books, using flannel board stories, molding clay, and solving puzzles. In addition, the teachers reported that their students actually began to "really write" as they placed less emphasis on the mechanics of handwriting. Instead, the teachers explained, that after reviewing and having extensive discussion of the articles: "Integrating LEA and Invented Spelling in Kindergarten" (Coate and Castle, 1989) and "Using LEA with Process Writing" (Karnowski, 1989), they structured writing activities daily and encouraged their students to spend more of their time using writing for functional purposes.

Several teachers described how they often had to explain and demonstrate to their students how to use writing to express their thoughts and feelings. One teacher reported that her students seem to really understand and enjoy writing after the unit, "Community Helpers." Another teacher explained how she modeled the functional use of writing to her students. For example, she wrote notes to the principal, to her co-workers, to students' parents, and to the students. Moreover, she wrote

an announcement about a special field trip and placed it on the bulletin board. In another class the children were encouraged to write their questions and comments instead of talking during quiet-time. The note/letter could be "read" to the recipient after quiet-time.

While using the language experience approach, process writing, literature, and the basal reader, the teachers reported that they had begun to integrate their instruction of basic skills. After reading language experience stories several times, for example, children were asked to circle words that began with a particular sound, to underline all of a particular letter, or to draw a picture that indicated the main idea of the story.

As the writer visited in the classrooms of the kindergarten teachers, she observed several boys in one class playing in the block center. Two of the boys were posting a sign that read, "GRL Kēp ot." In another class the children were seen writing messages on cards they had made for Mothers' Day gifts. All six classes were observed writing on a variety of levels.

Objective 3, which states that each teacher will select and implement at least one appropriate literacy development strategy over an 8-week period was successfully accomplished. By consensus the six kindergarten teachers chose to utilize an adapted whole language approach. The teachers explained that they considered their use of the whole language strategy adapted because they continued to use their basal reader, and they integrated the shared reading strategy. However, they contended that they spent time daily involving their students in listening activities, "reading," book browsing, and writing. Further, the

teachers explained that they used big books, picture books, predictable books, language experience stories, as well as nursery rhymes, poetry, and theme books to expose their students to a wide range of literature. Students participated in dramatic plays, choral readings, and predictable stories. They listened to their favorite stories on tape while following the print in the text, and students wrote their own stories.

Objective 4, which states that 75% of the students will show an improvement in their abilities to "read," write, listen, and communicate orally, was achieved in all classes. The teachers completed an observation checklist. The results are summarized in Table 2.

Table 2

Summary of Students' Observation Checklist

Teacher	Class Enrollment	Number Showing Improvement				Parents Read to Child
		Reading	Writing	Listening	Speaking	
A	24	24	24	24	24	11
B	23	20	19	19	22	3
C	23	21	21	23	23	7
D	25	25	25	24	25	9
E	23	23	23	23	23	10
F	23	19	20	22	23	13

As shown in Table 2, all the teachers indicated that a majority of their students improved in all areas. Teachers "A" and "E" reported that all their students improved in all four areas--reading, writing,

listening, and speaking. Similarly, five of the six teachers reported that all of their students had improved in their ability to communicate orally.

Although, shared reading was not the primary literacy strategy used by the teachers, they integrated aspects of this strategy with their whole language approach. The teachers encouraged the parents of their students to read to their children at home, while they in turn read more and provided more opportunities for book browsing, listening to taped stories, and sharing of language experience stories in their classrooms. Table 2 shows that only one class had more than one-half of the parents respond that they were reading to their children at home.

Objective 5, which states that the teachers will rate the inservice experience positively, was achieved. The six teachers responded to an evaluation survey after the implementation phase. The results are summarized in Table 3.

Table 3

Summary of Teachers' Evaluation Survey

	Item	Number of teachers answering undecided or disagree	Mean Item Score
1.	I had an opportunity to be actively involved in the inservice sessions.	0	5.0
2.	The demonstration on how to integrate whole language and basic skills was effective in clarifying this concept.	0	4.8
3.	There was sufficient time for practice and review during the sessions.	0	4.1
4.	The session on shared reading was beneficial to me.	0	4.6
5.	The developmentally appropriate practices recommended by NAEYC helped me to evaluate objectively practices I have used in my classroom and to make at least one change.	0	5.0
6.	The session on how to integrate sight words, phonics, and shared reading was valuable to me.	0	4.8
7.	The session on pleasure reading provided me with some ideas I used in my class and asked parents of my students to use with their children.	0	4.0
8.	The background readings, group discussions, and demonstrations helped me to understand key literacy concepts.	0	5.0
9.	The session on how to integrate the language experience approach and process writing was meaningful to me.	0	4.5
10.	I gained at least one idea concerning literacy strategies that I used with my students in order to help them increase their literacy development.	0	5.0

All six of the kindergarten teachers indicated that the program was beneficial to them, as shown in Table 3. Moreover, ratings in Table 3 indicate that active participation in the sessions, knowledge of developmentally appropriate practices, the readings, and the use of a literacy strategy were strongly agreed upon by all of the teachers. Although, item number 3 regarding time was rated as adequate, several teachers commented that more time to work with parents on reading to their children would have been beneficial.

Conclusions

The general goals of the practicum were accomplished. The teachers, principal, and district administrator responded positively to the inservice program. In fact, the district administrator requested that the training program be implemented with a group of eight additional teachers and 16 instructional assistants during the summer.

In addition to accomplishing the goals of the practicum, a personal goal of the teachers higher test scores was achieved. Figures 1, 2, 3, 4, 5, and 6 show these results.

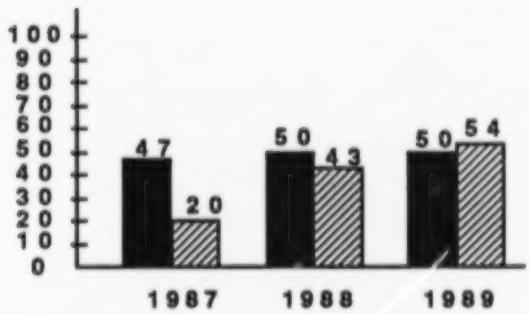

Figure 1. California Achievement Test, Form E, Level 10, Reading Vocabulary Percentile Ranks

Figure 1 shows that the school system's California Achievement Test (CAT) percentile ranks in Reading Vocabulary increased for kindergarten students only slightly--3 points--from spring 1987 to spring 1988, and remained constant at 50 percentile from spring 1988 to spring 1989. Conversely, the CAT means percentile ranks in Reading Vocabulary increased substantially for the kindergarteners in the school where the practicum took place. As indicated in Figure 1, there was a 23-point gain from spring 1987 to spring 1988, and an 11-point increase from spring 1988 to spring 1989.

Figure 2 shows the Reading Comprehension subtest percentile ranks on the CAT.

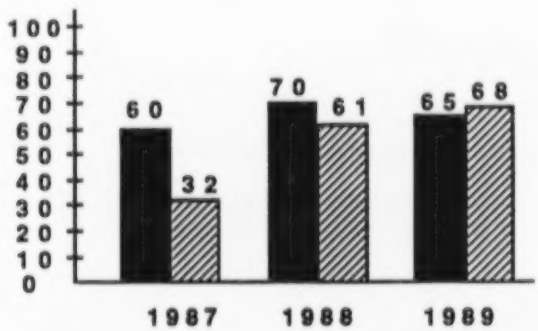

Figure 2. California Achievement Test, Form E, Level 10, Reading Comprehension Percentile Ranks

Data in Figure 2 show a pattern for the school system that differs from that shown in Figure 1. Although there is a 10-point increase in the system's Reading Comprehension means percentile rank from spring 1987 to spring 1988, there is also a 5-point decrease from spring 1988 to spring 1989. At the same time, data in figure 2 reflect an increase over the 3-years period for the kindergarteners at the school where the practicum was implemented. From spring 1987 to spring 1988, there was a significant gain of 29 points, and from spring 1988 to spring 1989 there was a slight increase of 3 points.

Figure 3 shows that Reading Total subtest means percentile ranks on the CAT.

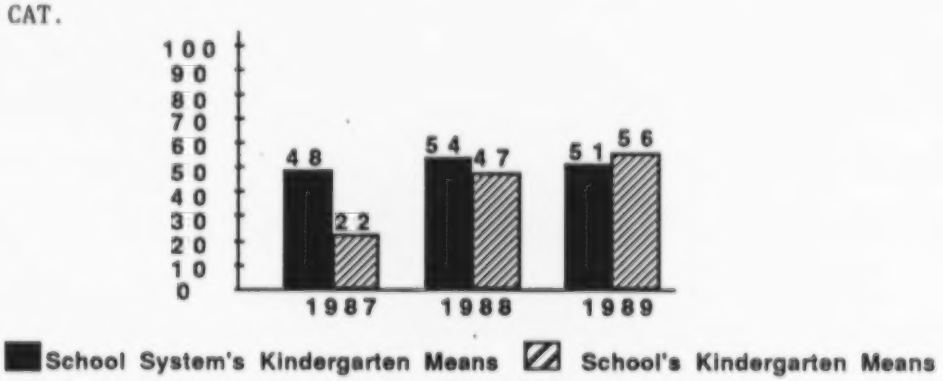

Figure 3. California Achievement Test, Form E, Level 10, Reading Total Percentile Ranks

Like Figure 2, Figure 3 reflects first an increase in the system's Reading Total means percentile ranks, and then a decrease. There is a 6-point gain from spring 1987 to spring 1988, and a 3-point decline from spring 1988 to spring 1989. However, the school's means percentile ranks continue to remain positive. From spring 1987 to spring 1988 there is a huge gain of 25-points, and from spring 1988 to spring 1989 there is a moderate increase of 9-points.

Figure 4 indicates Language Expression subtest means percentile ranks on the CAT.

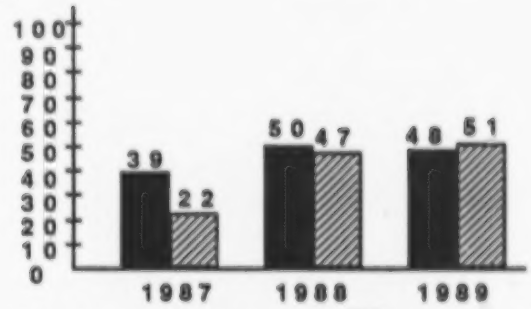

Figure 4. California Achievement Test, Form E, Level 10, Language Expression Percentile Ranks

In like manner, Figure 4 reveals the pattern established for the system in Figure 2--first an increase then a decrease in means percentile scores. Language Expression means percentile ranks show a gain of 11 points from spring 1987 to spring 1988, and a decrease of 2 points from spring 1988 to spring 1989. However, the school continues to show an increase in means percentile ranks. From spring 1987 to spring 1988 the gain was 25 points, and from 1988 to 1989, there was an increase of 4 points.

Figure 5 shows Visual Recognition subtest means percentile ranks on the CAT.

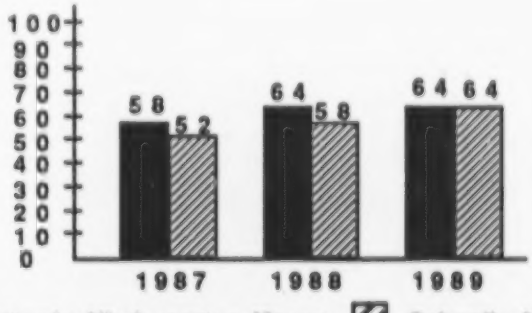

Figure 5. California Achievement Test, Form E, Level 10, Visual Recognition Percentile Ranks

As illustrated in Figure 5, the pattern of scores has changed for the system. Visual Recognition means percentile scores for the system reflect a 6-point increase from spring 1987 to spring 1988, and from spring 1988 to spring 1989; there is no change.

The school maintained its pattern of increased percentile ranks from 1987 to 1989. Figure 5 shows that the system and the school have the same means percentile rank for 1989.

The final subtest, Sound Recognition, means percentile ranks are indicated in Figure 6.

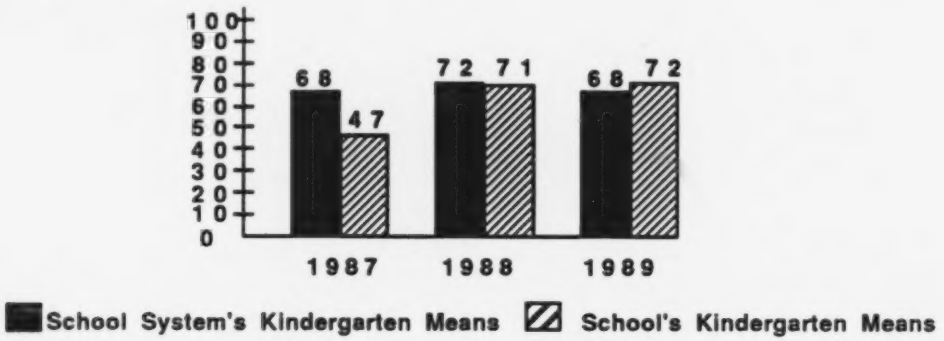

Figure 6. California Achievement Test, Form E, Level 10, Sound Recognition Percentile Ranks

The pattern of increase and decline is evidenced in Figure 6. There was a slight gain of 4 points from spring 1987 to spring 1988, and a slight decrease of 4 points from spring 1988 to spring 1989. Data in Figure 6 further show that there was an increase of 24 points from spring 1987 to spring 1988, and that there was only a 1-point increase from spring 1988 to spring 1989 for the school in which the practicum took place.

The teachers concluded that their increase in test scores could be attributed to their use of whole language, as well as other changes they

made during the implementation phase of the practicum. Although this may be true, the data in Figures 1, 2, 3, 4, 5, and 6 do not necessarily support this assumption, since there are many extenuating factors. For example, (1) the student population changed from year to year; (2) there were no pre- and posttest scores--only posttests; (3) teachers continued to use their basal readers; and (4) they utilized some paper-and-pencil drill and practice activities.

The writer contends that the most significant successes of the practicum were the change in the teachers' attitudes regarding direct instruction of basic skills, and teachers' awareness of developmentally appropriate practices for 5-year old children. Furthermore, the writer believes that the teachers involved in this practicum, as well as teachers in the system, would prefer to utilize strategies that integrate basic skills rather than having their instruction driven by isolated skills on formal tests.

Recommendations

1. Allow teachers to choose the instructional strategy that is most consistent with their personalities. This choice was a major advantage in the practicum, although it required more work of the facilitator.
2. Schedule the sessions during staff development or the teachers' planning time. This implies to the teachers that the administration values the information that will be shared and is willing to compensate the teachers for their participation in the workshop.

3. Structure sessions so that all the teachers share and are actively involved from the first day.
4. Stay on the topic. Do not become stagnated with issues beyond the control of the teachers and/or the facilitator.

Plans for Dissemination

The writer will present the practicum in a preservice class at the local university where she will be a guest lecturer.

A final status report of the practicum will be presented to the Assistant Superintendent of Curriculum and Instruction and her staff. The writer will recommend that the data be used in the systemwide staff development program for teachers in grades kindergarten through third.

Another means of dissemination will be the writer's submission of a summary report to the local state department of education. In addition, she will offer to present personally at a state board meeting. If the offer is accepted, the writer will stress the need for establishing guidelines and procedures that will help school systems become more cognizant of developmentally appropriate practices for young children. Moreover, the writer will request that the state board lobby against formal testing of kindergarten age children.

REFERENCES

Altwerger B., Edelsky, C., & Flores, B. M. (1987). Whole language: What's new? The Reading Teacher, 41 (2), 144-154.

Anderson, R. C., Hiebert, E. H., Scott, J. A., & Wilkinson, I. A. G. (1985). Emerging literacy. In Becoming a nation of readers: The report of the commission on reading, (pp. 21-27). The National Academy of Education.

Benedict, S. (1984). Brought to you by the letter w. Learning, 13 (3), 78-79.

Binkley, M. R. (1988). Becoming a nation of readers: What parents can do. D. C. Heath and Co. in cooperation with the Office of Educational Research and Improvement of the U. S. Department of Education.

Boloz, S. A. (1982). A holistic approach to language literacy. (Report No. CS 006 661). Farmington, NM: Ganado Public Schools. (ERIC Document Reproduction Service No. ED 216 325).

Bredekamp, S. (Ed.). (1987). NAEYC position statement on developmentally appropriate practice in programs for 4-and 5-year-olds. In Developmentally appropriate practice in early childhood programs serving children from birth through age 8 (Expanded edition). (pp. 51-59). Washington, DC: National Association for the Education of Young Children.

Cazden, C. B. (1977). Language, literacy, and literature. National Elementary Principal, 57 (1), 40-42.

Coate, S. & Castle, M. (1989). Integrating lea and invented spelling in kindergarten. The Reading Teacher. 42 (7), 516-519.

Early Childhood and Literacy Development Committee of the International Reading Association, (1986). Young Children, 41 (4), 10-13.

Elkind, D. (1987). Readiness for kindergarten. Young Children, 42 (3), 2.

Farr, R. (1988). Trends: Reading. Educational Leadership, 46 (3), 86.

Ferguson, P. (1988). Whole language: A global approach to learning. Instructor, 47 (9), 25-27.

Goodman, K. S. (1986). What's whole in whole language? Portsmouth, NH: Heinemann.

Goodman, K. S. (1979). The know-more and the know-nothing movement in reading: A personal response. Language Art, 56 (6), 657-663.

Goodman, K. & Goodman, Y. (1981). A whole-language, comprehension-centered reading program (A position paper, University of Arizona, 1981). 1.

Goodman, K. S., Smith, E. B., Meredith, R. & Goodman, Y. M. (1987). Learning and teaching reading: Strategies for comprehension. In Language and thinking in school: A whole-language curriculum (3rd ed.). (pp. 239-272). New York: Richard C. Owen.

Karnowski, L. (1989). Using lea with process writing. The Reading Teacher, 42 (7), 462-465.

Kline, L. W. (1988). Reading: Whole language development, renewed focus on literature spur change. Curriculum Update, (June), 1-3.

Larrick, N. (1987). Illiteracy starts too soon. Phi Delta Kappan, 69 (3), 184-189.

Marek, A.; Howard, D.; Disinger, J.; Jacobson, D.; Earle, N.; Goodman, Y.; Hood, W.; Woodley, G.; Woodley, J.; Wortman, J.; Wortman, R. (1984). A kid-watching guide: Evaluation for whole language classrooms (Occasional paper, University of Arizona, 1984). 9.

Meisels, S. J. (1987). Uses and abuses of developmental screening and school readiness testing. Young Children, 42 (2), 4-6.

Mills, B. C. & Spooner, L. (1988). Preschool stress and the three r's. Dimensions, 16 (2), 8-10.

Milz, V. E. (1982). Young children write: The beginnings (Occasional Paper, University of Arizona, 1982). 7

Nurss, J. R. (1987). Some indicators of literacy development in pre-kindergarten: A research report. (Report No. PS 016 931). Atlanta, GA: Georgia State University, Atlanta. (ERIC Document Reproduction Service No. ED 287 601).

O'Neil, J. (Ed.). (1989). Whole language: New view of literacy gains in influence. Association for Supervision and Curriculum Development Update, 31 (1), 1, 6 & 7.

Peterson, N. L. (1987). Special children with special needs. In Early intervention for handicapped and at-risk children: An introduction to early childhood - special education (p. 139). Denver, CO: Love Publishing Co.

Rhodes, L. K. & Dudley-Marling, C. (1988). Reading and writing as language. In Readers and writers with a difference: A holistic approach to teaching disabled and remedial students (p. 13). Portsmouth, NH: Heinemann.

Shanahan, T. (1988). The reading-writing relationship: Seven instructional principles. The Reading Teacher, 41 (7), 636-647.

Strickland, D. S. & Morrow, L. M. (1989). Family literacy and young children. The Reading Teacher, 42 (7), 530-531.

Throne, J. (1988). Becoming a kindergarten of readers, Young Children, 43 (6), 10-16.

Tunnell, M. O. & Jacobs, J. S. (1989). Using real books: Research findings on literature based reading instruction. The Reading Teacher, 42 (7), 470-477.

Wagner, B. J. (1985). ERIC/RCS report: Integrating the language arts. Language Arts, 62 (5), 557-561.

Weir, B. (1989). A research base for pre-kindergarten literacy programs. The Reading Teacher, 42, (7), 456-460.

What Works: Research about teaching and learning. (1986). United States Department of Education.

Wicklund, L. K. (1989). Shared poetry: A whole language experience adapted for remedial readers. The Reading Teacher, 42 (7), 478-481.

APPENDIX A

TEACHERS' SURVEY

TEACHERS' SURVEY

Directions: Do not write your name on this survey. Circle your response to the following statements.

KEY:
1 = Strongly Disagree
2 = Disagree
3 = Undecided
4 = Agree
5 = Strongly Agree

1 2 3 4 5	1.	Children should be given many opportunities to see how reading and writing are useful before they are taught letter names, sounds, and words.
1 2 3 4 5	2.	Specific materials that enhance literacy development are not essential in a kindergarten classroom.
1 2 3 4 5	3.	Basic skills in reading should be taught when they are meaningful to children.
1 2 3 4 5	4.	Teachers should give children opportunities to learn by doing things themselves.
1 2 3 4 5	5.	Children should work individually at desks or at tables most of the time.
1 2 3 4 5	6.	The kindergarten environment should surround the children with print and should be conducive to a wide variety of literacy activities.
1 2 3 4 5	7.	Teachers should help children learn at their own pace.
1 2 3 4 5	8.	Reading instruction should stress isolated skill development such as letter recognition, reciting the alphabet, and singing the alphabet song.
1 2 3 4 5	9.	Teachers should ask questions requiring more than one correct answer.
1 2 3 4 5	10.	Writing instruction should include coloring within predefined lines and writing letters on printed lines.

KEY: 1 = Strongly Disagree
2 = Disagree
3 = Undecided
4 = Agree
5 = Strongly Agree

1 2 3 4 5	11.	Literacy development should take place within a broad context of meaningful written language and play experiences.
1 2 3 4 5	12.	Many types of language activities should be provided through stories, poems, field trips, pretend play, and informal discussions.
1 2 3 4 5	13.	Children should be allowed to investigate on their own.
1 2 3 4 5	14.	Teachers should use workbooks and ditto sheets with kindergarten children most of the time.
1 2 3 4 5	15.	Children should spend prolonged periods sitting quietly and waiting for directions of new activities to begin.
1 2 3 4 5	16.	The kindergarten program should provide opportunities for the children to use real life materials and experiences.
1 2 3 4 5	17.	Kindergarten children should usually work individually or within small groups most of the time.
1 2 3 4 5	18.	Whole class instruction should be used most of the time.
1 2 3 4 5	19.	Teachers should spend most of their time telling children what to do.
1 2 3 4 5	20.	The kindergarten teacher should encourage children to select many of their own activities.

APPENDIX B

IN-SERVICE QUESTIONNAIRE
LITERACY DEVELOPMENT - PART I

IN-SERVICE QUESTIONNAIRE

Literacy Development - Part I

Name _____ Date _____

Directions: Circle the correct answer for items 1-6. Write your response for items 7-10.

1. Which instructional approach describes the philosophy that learning to read occurs as a consequence of mastery of a series of discrete tasks?

   a. Holistic Approach
   b. Basic Skills
   c. Whole Language
   d. all of the above
   e. none of the above.

2. Which instructional approach describes the philosophy that during literacy acquisition all forms of language competence (reading, listening, speaking, and writing) develop concurrently?

   a. Whole Language
   b. Basic Skills
   c. Holistic Approach
   d. a and b above
   e. a and c above

3. What teaching activities are associated with the holistic approach?

   a. Recognition and writing of the alphabet
   b. Reading stories
   c. Writing using invented spelling
   d. a and b above
   e. b and c above

4. What teaching activities are associated with basic skills development?

   a. Matching pictures by initial sound
   b. Recognition of the alphabet
   c. Recitation of letter sounds
   d. all of the above
   e. none of the above

5. What is the official instructional approach for introducing print related concepts in our school system?

    a. Whole Language
    b. Direct Instruction
    c. Holistic Approach
    d. all of the above
    e. none of the above

6. Which instructional approaches are recommended in this in-service workshop?

    a. Holistic Approach
    b. Modified Language Experience
    c. Shared Reading
    d. all of the above
    e. none of the above

7. Define the instructional approaches recommended in this in-service workshop?

    Briefly explain the advantages and disadvantages of the instructional approaches recommended in this in-service.

8. Define the instructional approach most often used in the school system.

    Briefly explain the advantages and disadvantages of this approach.

Identify at least 2 ways the school systems' approach and the approaches recommended in this workshop can be integrated.

a.

b.

List at least 4 changes you are willing to make in your classroom in order to integrate the two approaches.

a.

b.

c.

d.

9. What is a "print rich, whole language" environment?

Why is a "print rich, whole language" environment essential in the language development of at-risk kindergarten children?

List at least 5 changes you are willing to make in your classroom in order to create a "print rich, whole language" environment.

a.

b.

c.

d.

e.

10. Define emergent literacy.

List at least 5 ways you can promote this concept in your classroom.

a.

b.

c.

d.

e.

List at least 3 techniques and/or activities that promote literacy development you have shared with the parents of your kindergarten students.

a.

b.

c.

List at least 3 techniques and/or activities that promote literacy development you will share with the parents of your kindergarten students.

a.

b.

c.

APPENDIX C

IN-SERVICE QUESTIONNAIRE
LITERACY DEVELOPMENT - PART II

IN-SERVICE QUESTIONNAIRE

Literacy Development - Part II

Name _____ Date _____

Directions: Write your response for each item.

1. What is the language experience approach?

   List the steps in the language experience approach.

   Why is this approach recommended for at-risk kindergarten children?

2. Define process writing.

   Explain why it is important to utilize process writing in the kindergarten program.

3. What are the phases of process writing for emergent writers?

Briefly explain each phase.

4. Compare and contrast the language experience approach and process writing.

5. Explain how you would integrate the language experience approach and process writing in your kindergarten classroom.

A P P E N D I X D

TEACHERS' SELF-REPORT I
APPROPRIATE VS. INAPPROPRIATE PRACTICES IN KINDERGARTEN

TEACHERS' SELF-REPORT I

Appropriate vs. Inappropriate Practices in Kindergarten

Name _____ Date _____

Directions: Briefly describe 2 inappropriate practices currently being used in your classroom. Based on our discussion of appropriate practices recommended by NAEYC, briefly describe an alternative practice you will implement at least 3 times per week in your classroom. Circle the numeral which represents the week you implemented your appropriate practice at least 3 times.

Week	Component	Inappropriate Practice in My Classroom	An Appropriate Practice I Will Use
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			

APPENDIX E

TEACHERS' SELF-REPORT II

USE OF LITERACY STRATEGIES

TEACHERS' SELF-REPORT II

Use of Literacy Strategies

Name _____ _____ Date _____

Directions: Circle the strategy you will use at least 3 times per week with your students. Place an "X" in the box under the strategy to indicate each week you used the strategy 3 times during the week.

Week	Whole Language	Shared Reading	Modified Language Experience
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			

APPENDIX F

STUDENTS' OBSERVATION CHECKLIST

STUDENTS' OBSERVATION CHECKLIST

Teacher _____ Date _____

Directions: Enter a check (√) under each aspect of whole language that improved during the implementation of literacy strategies. Leave the space blank if you did not observe an improvement. Enter a check if a parent of family member read to the child.

Students' Names	Reading	Writing	Listening	Speaking	Parent Read to Child
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					
11.					
12.					
13.					
14.					
15.					
16.					
17.					
18.					
19.					
20.					
21.					
22.					
23.					
24.					
25.					
26.					
27.					
28.					
29.					
30.					

Teacher's Comments:

APPENDIX G

TEACHERS' EVALUATION SURVEY

TEACHERS' EVALUATION SURVEY

Directions: Please do not write your name on this survey. Circle your response to the following statements.

KEY:
1 = Strongly Disagree
2 = Disagree
3 = Undecided
4 = Agree
5 = Strongly Agree

1 2 3 4 5	1.	I had an opportunity to be actively involved in the in-service sessions.
1 2 3 4 5	2.	The demonstration on how to integrate whole language and basic skills was effective in clarifying this concept.
1 2 3 4 5	3.	There was not sufficient time for practice and review during the sessions.
1 2 3 4 5	4.	The session on shared reading was not beneficial to me.
1 2 3 4 5	5.	The developmental appropriate practices recommended by NAEYC helped me to evaluate objectively practices I have used in my classroom and to make at least 1 change.
1 2 3 4 5	6.	The session on how to integrate sight words, phonics, and shared reading was valuable to me.
1 2 3 4 5	7.	The session on pleasure reading provided me with some ideas I will use in my class and I will ask parents of my students to use with their children.
1 2 3 4 5	8.	The background readings, group discussions, and demonstrations did not help me to understand key literacy concepts.
1 2 3 4 5	9.	The session on how to integrate the language experience approach and process writing was meaningful to me.
1 2 3 4 5	10.	I gained at least 1 idea concerning literacy strategies that I will use with my students in order to help them increase their literacy development.

APPENDIX H

PARENT AND CHILD READING CONTRACT

PARENT AND CHILD READING CONTRACT

I _____ (Parent's name) will read _____ (number) stories to my child, _____ (Child's name). I will read to him/her at least _____ (number) times each week beginning _____ (date). I understand that I can check-out books from the public library or the school library.

These are stories I have read to my child from _____ (date) to _____ (date):

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

_____ Child's Signature

_____ Parent's Signature

_____ Teacher's Name

_____ *Principal's Name

*Principal invites you to check books out of the school library. Parents, please return this contract by _____ (date). Thank you.

A P P E N D I X I

PARENT'S EVALUATION SURVEY
PLEASURE READING AT HOME

PARENT'S EVALUATION SURVEY

Pleasure Reading At Home

Directions: Please circle one answer to each question.

Yes No 1. My child and I enjoyed reading together and talking about stories.

Yes No 2. My child seemed to learn from my reading and talking about stories with him/her.

Yes No 3. Because of my reading contract with my child, I have read to him/her more than in past years.

Yes No 4. Although my contract with my child has ended, I will continue to read books and talk with my child about them.

_____ Child's Name

_____ Parent's Name

_____ Teacher's Name

Parents please return this questionnaire to me by _____ date.

Thank you.

APPENDIX J

JOURNAL

JOURNAL

Teacher _____ Date _____

Time: From _____ To _____ Visit Number _____

ACTIVITIES IN PROGRESS:

1.

2.

3.

4.

5.

_____ Appropriate Practices _____ Inappropriate Practices

TEACHER'S COMMENTS:

PRINCIPAL'S COMMENTS:

WRITER'S COMMENTS:

APPENDIX K

LEARNING ENVIRONMENT CHECKLIST

*LEARNING ENVIRONMENT CHECKLIST

		Yes	No
1.	There is a Communication Arts Center.	Y	N
2.	The Communication Arts Center is used throughout the day by the children.	Y	N
	The Communication Arts Center has appropriate materials:		
3.	Language experience charts	Y	N
4.	Flannel boards, story characters, and cutouts	Y	N
5.	Magazines, catalogs, and newspapers	Y	N
6.	Reading Skills Kits	Y	N
7.	Books that reinforce the concepts in the units	Y	N
8.	Library books (appropriate for age and interest of children)	Y	N
9.	Basal readers and/or workbooks	Y	N
10.	Child-made books	Y	N
11.	Puppets (commercial, teacher-and student-made)	Y	N
12.	Filmstrips of stories	Y	N
13.	Tape recorder for children to record and listen to tapes	Y	N
14.	Tapes/records with corresponding books	Y	N
15.	Record player	Y	N
16.	Alphabet letters with pictures	Y	N
17.	Tactile - kinesthetic materials (sandpaper letters, clay, flannel letters, sand/salt)	Y	N
18.	Sequence cards/games/activities	Y	N
19.	Main idea games/activities	Y	N
20.	Details games/activities	Y	N
21.	Character analysis games/activities	Y	N
22.	Mini chalkboards and/or regular chalkboard space for writing	Y	N
23.	Magnetic board with letters	Y	N
24.	Pictures and objects for classifying	Y	N
25.	Writing paper of various sizes and shapes	Y	N
26.	Pencils, colored markers, crayons	Y	N
27.	Poems and story starters (i.e. pictures, photographs)	Y	N
28.	Dictionary, Encyclopedias, and other non-fiction books	Y	N
29.	Word boxes, alphabet and word flash cards	Y	N
30.	Typewriter	Y	N
31.	Writing to Read cycle words and pictures	Y	N
32.	Magic slates	Y	N
33.	Manipulatives for visual discrimination and motor coordination	Y	N

		Yes	No
34.	Acetate folders for worksheets	Y	N
35.	Listening games/activities	Y	N
36.	Phonics games/activities	Y	N
37.	Grammar games/activities	Y	N
38.	Rhyming games/activities	Y	N
39.	Big Books with corresponding tapes and/or small books	Y	N
40.	Task cards	Y	N
41.	Alphabet blocks and puzzles	Y	N
	A wide variety of visual and printed materials is used to reinforce concept development:		
42.	D'Nealian letters with pictures are displayed at the children's eye level.	Y	N
43.	Color words with illustrations, number words with illustrations and shape words with illustrations, are displayed.	Y	N
44.	Writing to Read cycle words with illustrations are displayed.	Y	N
45.	Students' names are on lockers and tables.	Y	N
46.	All learning centers are labeled.	Y	N
47.	Common items in the classroom (i.e. door, window, chalkboard, desk, chair, flag, clock, table, bookcase, etc.) are labeled.	Y	N
48.	Students' stories are displayed.	Y	N
49.	Students' work reflect the implementation of "Special Activities".	Y	N
50.	Vocabulary words are displayed.	Y	N

Total "Ys" _____
Total "Ns" _____

Rating Scale

Yes: 50-46 (excellent)
Yes: 45-40 (good)
Yes: 39-36 (fair)
Yes: 34-30 (poor)
Yes: 29-0 (unacceptable)
Your rating _____

Comments/recommendations _____

_____ _____

**Checklist was prepared by the teachers.*